

HANDOUT Q

ANSWERS TO INTAKE/REGISTRATION & PROGRAM PARTICIPATION EXERCISES

1. Anna is Limited English proficient and is currently enrolled in a Spanish language GED class at a local community college so she can obtain her GED. She has recently inquired about WIA services and would like to enroll as soon as possible. *Should you register her before or after she receives her GED? What are the performance considerations for enrolling her now or later?*

Answer. If she wants to be enrolled, if her goals for the program align with the goals of WIA (employment, education), and if there are services she can benefit from immediately, you should enroll her. Being in a GED program at registration won't hurt her performance. If she is an Older Youth, GED completion will count as a credential. You would just want to make sure you don't exit her until she is employment-ready, or she decides to move on to advanced training or post-secondary education. If she is a Younger Youth, the GED will count toward her Diploma/Equivalent Attainment. You would need to set at least a basic skills goal for her, as her limited English proficiency counts as a basic skills deficiency. Other goals that you might want to set could be aimed at supporting her GED attainment, or could be something related to helping her get job-ready. As far as retention goes, you would need to not exit her until she was ready for employment or post-secondary education, and then provide good follow-up services to make sure she was in a qualifying outcome in the third quarter after exit.

2. Jenny is 15-years-old. She is in ninth grade at the local high school when she enrolls in WIA in June, and she tests at or above grade level. At registration, an occupational skills goal is set, which she plans to attain through participation in an advanced computer training course. Her occupational skills goal is to graduate from the computer training course. After a few months, Jenny stops attending the class and decides to get a part-time job as a babysitter (she is not exited from WIA, but continues other WIA services). In January, Jenny decides she would like to resume her class. She graduates from the class in August with high grades. *What is the effect of Jenny's actions on the Skills Attainment measure? Is there anything her case manager could have done to improve performance?*

Answer. Jenny is a Younger Youth. It took Jenny more than 12 months from the date her goal was set to meet it by graduation from the computer course. Despite her high grades in the course, this will result in a negative for the Skill Attainment measure. Her case manager might have prevented this outcome if she had been able to convince Jenny to continue her computer course while working as a babysitter or to have resumed the course sooner. Another option would have been to set a more intermediate goal based on Jenny mastering some of the computer skills from the course, which she might have been able to do before graduating.